

9-25-1978

University of Northern Iowa Faculty Senate Meeting Minutes, September 25, 1978

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SENATE MINUTES

September 25, 1978

1236

1. Report on the operating procedures of the University Budget Committee.

CALENDAR

2. 236 Recommendation Regarding Retired Faculty Status (letter from Vice President Martin, 8/25/78). Docketed in regular order. Docket 190.

OLD/NEW BUSINESS

3. Report from Paul Rider on the status of the evaluation made by the faculty of President Kamerick and Vice President Martin.
4. Remarks from Chairperson Harrington.

DOCKET

5. 229 184 Recommendation for Establishment of a Bookstore Advisory Committee (request by Angel Naber, UNISA President-Elect, 3/30/78). Approved motion to state that Senate action is not required for UNISA to appoint a committee and to decline to either approve or disapprove request to approve appointed faculty members of the committee.
6. 230 185 Annual Report of the Committee on Admission and Retention (4/10/78). Approved the report and the proposal made by the committee.
7. 231 186 Evaluation of Program Certificates (Program Certificates Committee, 3/31/78). Approved the report and the recommendation made by the committee.
8. 232 187 Report of ad hoc Committee on Curricular Flow (4/27/78). Approved motion to postpone action on this report pending Senate review of an alternative plan submitted by the Registrar's Office.
9. 233 188 Proposal for Establishment of a University College (report on Interdisciplinary Studies, 5/9/78). Approved motion to invite members of the committee and other interested parties to meet with the Senate at its October 9th meeting for the requested "exchange of views."

The University Faculty Senate met at 4:00 p.m. on September 25, 1978, in the Board Room. The meeting was called to order by Chairperson Harrington.

Present: Crawford, Gish, Glenn, Harrington, Hendrickson, Metcalfe, Schurrer, Schwarzenbach, M. B. Smith, Strein, Tarr, Thomson, Wiederanders.

Alternates: LaRue for Bro, Fortgang for Brown, Bumpass for Gillette, Vernon for Hovet.

Absent: D. Smith, Wood (ex officio).

Members of the press were requested to identify themselves. Jeff Moravec, Cedar Falls Record, and Julie Bowman of the Northern Iowan were in attendance.

1. Myra Boots, Chairperson of the University Budget Committee, made the following report to the University Faculty Senate:

TO: MEMBERS OF THE UNIVERSITY FACULTY SENATE

FROM: Myra Boots, Chairperson of the University Budget Committee

DATE: September 25, 1978

RE: Mission of the University Budget Committee for the Academic Year
1978-79

The University Budget Committee met early in September to determine its mission for the 1978-79 academic year. It was determined that the committee will function in an advisory capacity to the Administration, the Faculty Senate, and the Faculty at large. We will meet, consider, and be responsive to all requests from any of the above mentioned groups concerning University budgetary matters. Our meetings will be held as needed to consider the areas in which our advise is actively sought.

In addition, the Chairperson, Myra Boots, will be meeting periodically with Dr. Stansbury and his planning and consultative committees so that she might be knowledgeable as to the workings of budgetary plans, changes, and finalizations.

The University Budget Committee wishes to confirm and support the faculty's position as an advisory body to the Administration and will strive to be helpful in any way possible.

CALENDAR

2. 236 Recommendation Regarding Retired Faculty Status (letter from Vice President Martin, 8/25/78).

M. B. Smith moved, Crawford seconded, to docket in regular order.
Motion passed. Docket 190.

OLD/NEW BUSINESS

3. Professor Paul Rider, Past-chairperson of the University Faculty, rose and addressed the Senate.

"According to direction of the University Faculty Senate by action on April 17, 1978, the Chair and Vice Chair of the University Faculty conducted an evaluation of the President and Vice President and Provost of the University of Northern Iowa.

"The original action directed completion of the evaluation by the end of the Spring semester. This was amended on April 24, 1978, such that the evaluation was to be completed by no later than the fourth week after the beginning of the fall semester. Also, the direction from the Senate instructed that the previous Chair and Vice Chair of the faculty (myself and Judith Harrington) be responsible for completing the evaluation.

"Today I am here to report to the Senate that these evaluations have been completed. The information from them will be delivered this week by myself and Professor Harrington to the individuals evaluated and copies will be mailed to Mary Louise Petersen, Chairman of the Iowa State Board of Regents.

"In regard to the procedures that were used, I will make the following comments:

1. Opinionnaires were distributed on April 25, 1978 to the faculty listed on the Official Faculty Roster for 1977-78 with a request that they be returned to the Chairperson by May 5, 1978. Most that were returned were received by that date. There were several, however, that came later than that date and these were included in the evaluation.
2. All of the information was organized by myself and Judy Harrington.
3. The summarization of numeric results was done by Computing Services with the assistance of Gerald Bisbey in May. Care was exercised to protect the confidentiality of written comments during this process.

4. The numeric averages on specific items in the opinionnaire were calculated by me.
5. Professor Harrington and I began the process of reading written comments in May. This process was interrupted until early August due to absence of both of us from campus during June and July. During that time the information remained secure in a location known only to the two of us.
6. The summarization of written comments and analysis of numeric results were completed during several hours of reading and discussion in August and September. We attempted to exercise the greatest amount of deliberation and care in this process.
7. The results have been summarized in two fourteen page reports. These were prepared exclusively by us, including all clerical work.
8. We will deliver the results this week in person to the President and Vice President and Provost.
9. One copy of each report will be mailed to Mrs. Petersen this week. In the letter that accompanies these copies, we stress the reasons why this evaluation was done and also the need to protect the confidential nature of the information in order to protect the rights of the President and Vice President.
10. One copy of each report and all of the information upon which the reports are based will remain in my possession for three years. At that time, the opinionnaire and accompanying letters and written comments will be destroyed.

"In closing, I wish to express my view that the faculty who participated in this evaluation did so in the kind of spirit that we called for in memo that was sent with each opinionnaire. We asked for a constructive spirit that would serve the best interests of the entire university community. Almost without exception, the faculty members who responded did so in a highly responsible fashion."

M. B. Smith moved, Tarr seconded, that the Senate recognizes the difficulties involved in preparing this report and expressed a vote of appreciation to Professor Rider and Harrington. Motion passed.

4. Chairperson Harrington informed the Senate that the Committee on the Mission of the University will hold its first meeting on September 27 at 4:00 p.m. Chairperson Harrington will call the Committee to order and ask for an election of a chairperson.

Chairperson Harrington reminded the Senators that the October 2 meeting of the Faculty will be to discuss the general education program proposal as approved by the Senate. She encouraged Senators to review the proposal in order to be able to answer questions that may arise.

DOCKET

5. 229 184 Recommendation for Establishment of a Bookstore Advisory Committee (request by Angel Naber, UNISA President-elect, 3/30/78).

The Senate had before it the following document:

Memo to: University Faculty Senate
From: Angel Naber UNISA President elect
Date: March 30, 1978

Recommendation for the establishment of a Bookstore Advisory Committee

I. Membership

- A. Bookstore manager
- B. One administrator approved by the Vice-President of Student Services from recommendations made by UNISA President
- C. Two faculty members approved by the faculty senate from recommendations made by UNISA President
 - 1. One serving a two year term
 - 2. One serving a one year term
- D. Five students appointed by UNISA President
 - 1. Two serving two year terms
 - 2. Three serving a one year term.

II. Board Responsibilities

- A. The committee shall be chaired by a student member of the committee who is elected by the committee to serve a one year term.
- B. The committee shall be a grievance committee for students and faculty, and shall handle any conflicts which arise concerning the bookstore.
- C. The committee shall act as an advisory committee to both old and new bookstore policies and shall make recommendations for change wherever it is necessary.
- D. The committee shall act as an intercommunication link between the bookstore and the university.
- E. The committee shall make recommendations to possible new policies and procedures.
- F. The committee shall be responsible to report to UNISA meetings and faculty senate meetings on the happenings of the committee which pertain to the university.
- G. The committee shall be responsible to inform the student community on procedures and policies that pertain to them..
- H. The committee shall request information needed to properly evaluate grievances and effectively make recommendations.
- I. The meeting times of this committee shall be at least once a month with the day decided upon by the committee chair. Special meetings may be called and will be left to the discretion of the majority of the committee, the committee chair, of the bookstore manager.

Background Information

On October 6, 1977 Bill No. SS12 was passed which called for UNISA to conduct an investigation of the University Book and Supply Store. The Investigative Committee has completed its full investigation and come to the decision that direct student, faculty, and administrative input is necessary regarding policies and procedures of the bookstore. Meetings with the bookstore manager and the chairperson of the bookstore investigative committee have been set up and have discussed the proposed committee. The manager of University Book and Supply has agreed to the functions and composition of this advisory committee. The investigative committee has decided that the establishment of the Bookstore Advisory Committee specified by the rules established by the investigative committee in cooperation with the bookstore manager should be set up to work out problems between the bookstore and the university.

M. B. Smith moved, Glenn seconded, Resolved: That the University Faculty Senate feels that not only does the UNISA not need the approval of the University Faculty Senate referred to in I.C. of Docket Item 184 but further that such "approval" would be a presumptuous invasion of the personal and professional freedom of the mentioned faculty members. The Senate, therefore, declines either to approve or disapprove said appointments.

Senator M. B. Smith stated that the gist of his motion was to follow the lines of thought and discussion at the last meeting of the Senate.

Angel Naber, President of UNISA, rose and addressed the Senate. She stated that after a lengthy investigation, Mr. Robert Beach and herself devised this committee to resolve any past problems and to facilitate future operations. She stated that UNISA was asking for input from this Faculty Senate concerning the appointment of two faculty members to the Committee.

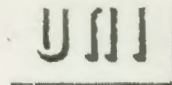
Senator M. B. Smith stated that the proposal implies that the two faculty members will represent the entire faculty and that the Faculty Senate cannot and should not approve that stricture.

Senator Crawford spoke in favor of the motion and stated that the proposed committee is able to operate without the need of Senate approval.

Question on the motion was called. Motion passed. Chairperson Harrington expressed successful wishes to UNISA, the committee, and to Mr. Beach.

6. 230 185 Annual Report of the Committee on Admission and Retention (4/10/78).

The Senate had before it the following report:



UNIVERSITY OF NORTHERN IOWA • Cedar Falls, Iowa 50613

Office of the Registrar

AREA 319 273-2241

TO: Judith Harrington

FROM: Virgil Noack, Chairperson
Robert Leahy, Secretary *RL*

RE: Annual Report of the Committee on Admission and Retention

DATE: April 10, 1978

The Committee on Admission and Retention reviews student academic progress and application for readmission. The attached statistical report indicates the action taken by the committee during 1977-78.

The Committee also reviews students for graduation who have a grade point deficiency, reviews admission standards, and considers policy matters concerning admission and retention of undergraduate students.

During 1977-78 the Committee reviewed extensively Section 622.1 of the Faculty Manual.

"The Faculty Committee on Admission and Retention may at its discretion approve for graduation candidates no more than 4 grade points deficient the number required for graduation."

This matter was discussed on two different occasions and at the April 6, 1978, meeting the following motion by Dean Nitzschke was approved:

Nitzschke moved, Wielenga seconded, to recommend to the Faculty Senate the revocation of 622.1 in the Faculty Manual (which allows a student to graduate with a grade point deficiency), and to substitute "If a student has failed to be recommended for graduation because of scholastic average, the deficiency may be removed in a manner approved by the CAR Committee."

If the Senate approves this recommendation, students would no longer be approved for graduation if they had a grade point deficiency (2.0 non-teaching, 2.20 teaching program).

We would appreciate the Senate's consideration of this recommendation.

COMMITTEE ON ADMISSION AND RETENTION

Explanation of Tables

Table I

Indefinite suspension is for no specific period, but readmission is not usually granted before the student has been out of college for at least one academic semester. Students under academic suspension must apply for readmission. Some students are permitted immediate readmission provided they make arrangements for counseling at the Student Counseling Service and/or Educational Opportunity Program Office. All percents refer to the total undergraduate student body.

Read the first line like this: In the fall semester, 1965, 3.3% of the student body began the semester on a warning, at the end of which 1.4% had the warning cancelled, 1.4% had it continued, and enough more received warnings to bring the total at the end of the semester to 8.1%. Read the probations in the same way.

Table II

Undergraduate grade indices at the end of the fall semester shows a decline particularly at the freshman and sophomore level. This may represent a decline in grade inflation or the fact that the new students are not as well prepared for academic work.

Table III and IV

These tables are from a persistence study prepared by the Regent's Universities July 1, 1977, on the 1970-71 entering class of undergraduates. A comparison is made to a similar study completed on the 1965-66 entering class of undergraduates.

The current UNI retention standards were approved between 1965-66 and 1970-71.

TABLE I
PER CENT OF UNDERGRADUATES
INVOLVED IN WARNINGS, PROBATIONS, OR SUSPENSIONS

SEMESTERS	WARNINGS		PROBATIONS		WARNINGS		PROBATIONS		SUSPENSIONS
	During	At End	During	At End	Canc.	Cont.	Rmvd.	Cont.	
<u>FALL</u>	Sem.	of Sem.	Sem.	of Sem.					
1965	3.3	8.1	9.1	10.0	1.4	1.4	3.1	6.6	2.49
1966	3.5	7.9	9.4	11.7	1.2	1.4	2.5	7.1	4.09
1967	3.3	8.0	9.7	11.5	1.0	1.2	2.1	4.1	3.05
1968	3.1	7.1	9.8	10.5	1.1	1.3	2.6	5.7	3.56
1969	2.9	7.6	8.8	9.2	1.0	1.4	1.7	4.3	2.05
1970	3.0	7.0	7.2	5.5	1.0	1.4	2.1	4.1	1.15
1971	4.2	7.3	4.7	3.6	1.8	1.8	1.2	2.5	0.89
1972	3.4	6.0	4.3	4.5	1.4	1.4	1.2	2.8	0.48
1973	2.7	6.4	4.4	5.7	0.9	1.3	1.1	3.0	0.39
1974	2.8	6.6	4.4	5.3	1.0	1.3	0.9	2.9	1.20
1975	3.2	7.7	5.1	6.7	1.0	1.3	0.5	3.6	2.25
1976	3.3	6.8	4.8	5.1	1.2	1.4	1.1	2.8	1.90
1977	2.7	7.5	4.1	5.4	1.0	1.1	0.5	2.8	1.28
<u>SPRING</u>									
1965	7.7	4.6	13.7	11.1	1.8	2.6	2.4	4.9	6.81
1966	8.3	5.0	12.5	11.8	2.1	2.7	2.5	5.4	4.90
1967	7.8	4.9	12.2	10.7	1.8	2.8	2.2	5.0	6.24
1968	7.9	4.7	10.7	10.9	2.2	2.4	2.4	6.2	5.42
1969	6.6	3.9	10.7	8.9	2.1	2.3	2.3	3.3	3.60
1970	7.2	4.2	9.9	7.4	3.3	2.6	?	1.7	1.20
1971	6.5	6.3	6.7	3.2	2.8	2.5	2.2	2.1	1.45
1972	6.8	4.9	4.2	3.6	3.0	3.0	1.0	2.7	0.87
1973	5.6	3.9	4.8	3.8	2.6	2.2	1.0	3.0	1.19
1974	5.6	3.8	5.2	3.9	2.7	1.9	0.7	3.0	2.47
1975	6.0	5.1	5.8	5.3	2.2	2.5	0.8	3.4	2.16
1976	6.9	5.3	6.7	6.0	2.5	2.6	1.1	4.0	2.76*
1977	6.2	4.8	5.2	5.1	2.3	2.3	0.7	3.3	2.44*
<u>SUMMER</u>									
1965	1.6	3.6	9.6	8.5	0.5	0.8	2.8	2.5	1.35
1966	2.3	2.8	10.4	8.4	0.7	1.2	3.1	2.0	1.66
1967	2.3	2.8	10.9	9.9	0.7	1.1	2.1	2.4	2.16
1968	2.6	2.2	13.2	10.7	0.9	1.0	3.2	2.3	1.96
1969	2.2	2.6	11.9	8.6	0.9	1.0	3.1	1.6	1.48
1970	1.9	2.0	8.6	6.5	0.7	0.9	2.7	1.1	0.56
1971	4.5	5.2	5.4	3.2	2.0	2.4	0.7	3.0	0.47
1972	3.2	2.9	5.0	3.8	1.6	1.5	1.0	3.5	0.46
1973	2.3	2.7	5.0	4.2	0.6	1.5	1.0	4.0	0.10
1974	1.9	1.7	3.4	2.9	0.7	0.8	0.6	2.6	0.22
1975	1.8	2.1	3.3	2.5	0.8	0.9	0.4	2.4	0.62
1976	2.8	3.2	5.4	4.3	1.3	1.3	1.0	3.2	1.12
1977	3.0	3.6	5.3	4.4	1.1	1.7	0.4	4.2	.64

TABLE II
UNDERGRADUATE GRADE INDICES AT THE END
OF FALL SEMESTERS

	Quartiles	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977
All	Q3	2.73	2.76	3.00	3.00	3.18	3.27	3.33	3.33	3.31	3.29	3.25
Under-	M	2.34	2.37	2.53	2.59	2.73	2.82	2.92	2.86	2.79	2.77	2.75
graduates	Q1	2.00	2.05	2.10	2.17	2.25	2.29	2.43	2.25	2.18	2.22	2.17
Juniors	Q3	2.86	2.85	3.25	3.25	3.38	3.50	3.55	3.56	3.53	3.50	3.50
	M	2.52	2.53	2.89	2.83	3.00	3.13	3.20	3.17	3.15	3.08	3.09
	Q1	2.32	2.32	2.50	2.36	2.63	2.67	2.85	2.73	2.67	2.56	2.53
Freshmen	Q3	2.78	2.80	3.00	3.07	3.24	3.35	3.38	3.44	3.42	3.38	3.38
	M	2.41	2.38	2.59	2.67	2.85	3.00	3.00	3.00	2.94	2.93	2.94
	Q1	2.14	2.13	2.21	2.29	2.41	2.50	2.57	2.54	2.44	2.26	2.41
Sophomores	Q3	2.72	2.76	2.88	2.94	3.08	3.20	3.30	3.27	3.33	3.27	3.24
	M	2.31	2.35	2.50	2.53	2.67	2.77	3.00	2.82	2.87	2.78	2.75
	Q1	2.01	2.02	2.07	2.13	2.25	2.27	2.43	2.25	2.29	2.27	2.25
Seniors	Q3	2.63	2.64	2.71	2.82	2.93	3.00	3.00	3.00	3.00	3.06	3.00
	M	2.19	2.29	2.29	2.44	2.44	2.47	2.57	2.50	2.44	2.53	2.47
	Q1	1.79	1.82	1.88	2.00	2.06	2.00	2.23	1.93	1.87	2.00	2.00

TABLE III

Freshman students from this enrollment group who, at some point in their careers at the Regents' institution, were dropped for low scholarship:

	<u>Number of Students</u>	<u>No.</u>	<u>%</u>
UNI	2154	127	6
ISU	3921	278	7
U of I	3077	89	3

Table III shows the number and percent of students who were suspended for low scholarship at some point during their attendance at the entering institution. A comparison with the entering freshman class of 1965-66 shows that 20% of the U.N.I. students, 12% of the I.S.U. students, and 11% of the U. of I. students were suspended for scholastic reasons at some point during their attendance at the entering institution.

TABLE IV

Transfer students from this enrollment group who, at some point in their careers at the Regents' institution, were dropped for low scholarship:

	<u>Number of Students</u>	<u>No.</u>	<u>%</u>
UNI	934	51	5
ISU	1353	89	7
U of I	1941	100	5

Table IV shows the number and percent of students who were suspended for low scholarship at some point during their attendance at the entering institution. A comparison with the entering transfers of 1965-66 shows that 20% of the U.N.I. students, 10% of the I.S.U. students, and 11% of the U. of I. students were suspended for scholastic reasons at some point during their attendance at the entering Regents' institution.

ACTION ON READMISSION

	Summer 1977		Fall 1977		Spring 1978	
	<u>Readmit*</u>	<u>Deny</u>	<u>Readmit*</u>	<u>Deny</u>	<u>Readmit*</u>	<u>Deny</u>
2/15			1			
2/28-3/18	4	1	1			
3/29-4/4	1		1		1	
4/8-5/6	1		4			
5/10-5/17			2	1		
5/19-6/2	2		2			
6/3-6/8	3		7			
6/10-6/16	4		6			
6/21-7/7	1		11			
7/13-7/21			10	2	2	
7/25-8/11	1 (Ext.)		5	6		
8/17-8/25			14	3		
8/29-9/19			3			
10/3-10/25			1		8	1
11/1-11/9					7	1
11/16-12/7					9	1
12/2-12/22					10	
1/4-1/13					14	1
Totals	17	1	68	12	51	4

*Includes immediate readmissions

M. B. Smith moved, Schurrer seconded, the Senate, with thanks, accepts the report of the Committee on Admission and Retention, that the University Faculty Senate having considered the motion regarding 622.1 of the Faculty Manual in the 4/10/78 annual report of the Committee on Admission and Retention and believing it to be of merit does support such a change. The Senate does, however, feel the Committee may be over simplifying matters in paragraph 5 of page 1 of the report regarding the effect of this resolution.

Vice-Chairperson Tarr asked for input from members of the Committee on how academic grade point deficiencies may be removed by Committee action.

Assistant Vice President for Academic Affairs Lott rose and addressed the Senate. Dr. Lott quoted from the University Catalog concerning the residency requirements for removal of deficiencies. He indicated that this proposal would remove that requirement. He indicated that the options that the Committee may use in guiding a student attempting to remove academic deficiencies would be such options as allowing the student to repeat deficient UNI work through extension coursework, transfer coursework, and/or correspondence.

Senator Gish expressed some concerns with the lack of clarity in the proposal. Registrar Leahy rose and addressed the Senate. He expressed the belief that the statement is not a simple one, in fact, the options available to the Committee and to the student are quite complex. He further stated that most students do not appeal to the committee to be graduated when the student has a deficient academic record. Registrar Leahy did express some concerns concerning the possible number of appeals students might make under this proposal in relationship to the current work load of the committee.

Vice-Chairperson Tarr asked if this section of the Faculty Manual carries any weight since the University does not always follow all sections of the Faculty Manual.

Dr. Lott rose and addressed the Senate. He indicated that many of the graduation requirements come from statements in the Faculty Manual and that this particular regulation carries Senate approval as stated in Senate Minutes 717 from 1961.

Question was called on the motion. Motion passed.

7. 231 186 Evaluation of Program Certificates (Program Certificates Committee, 3/31/78).

The Senate had before it the following report:

UNIVERSITY OF NORTHERN IOWA

Cedar Falls, Iowa 50613



Office of Career Planning and Placement
2 Gilchrist Hall
Telephone (319) 273-2061

March 31, 1978

TO: Faculty Senate

FROM: Program Certificates Committee

Larry Routh, Chairperson

Gerry LaRocque

Peter Goulet

Erwin Richter

RE: Evaluation of Program Certificates

The Faculty Senate approved the Program Certificates Proposal on April 18th, 1975. This proposal included the following statement:

"The Program Certificates Committee wishes to remain active as a group designated to evaluate programs following their development on at least a two or three year basis. If the program was not judged to be active and successful after several years of operation, it would be dropped or revised. This evaluation would remain the sole function of the Program Certificates Committee."

The Program Certificates Committee has met and observed the following regarding Program Certificates at UNI.

1. There are currently 11 Program Certificates available. (See attached list).
2. Fritz Konig and Steve Fortgang have been the two faculty involved in establishing these Program Certificates.
3. Discussions with Dr. Konig and Dr. Fortgang revealed that the process of approving Program Certificates is satisfactory.
4. The major difficulty with Program Certificates is, to date, only two individuals have completed a Program Certificate:

John Steele - Program Certification in Translation and Interpretation - Spanish, awarded 5/14/77.

Constance Dianda - Program Certification in Translation and Interpretation - Spanish, Level II awarded 12/22/77.

There is some question as to whether the lack of candidates for Program Certificates is caused by inadequate publicity or is due to the fact there is no credit incentive for individuals to complete these programs. Perhaps the awarding of a certificate

is simply not adequate incentive. (See enclosed certificate).

5. Dr. Konig has indicated he is anticipating stronger interest in the Translation and Interpretation Program Certificate.
6. The Program Certificates Committee has not been listed in publications of UNI committees in recent years, and no new faculty have been appointed to the committee to replace those members whose terms expire. This has not caused difficulty since the committee has had no reason to function since 1975. However, if this is expected to be a "University Committee" and is expected to evaluate Program Certificates again in the future, the Program Certificates Committee should be listed as an ongoing committee and faculty appointed to serve appropriate terms.

It is the recommendation of the Program Certificates Committee that existing Program Certificates be continued for at least two more years. This would provide a very adequate test to determine whether these Program Certificates will become of value to students.

University of Northern Iowa

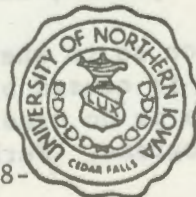
Cedar Falls, Iowa

Program Certificate

This certificate is awarded upon the completion of a planned program in

including all required courses and demonstrated successful performance.

Date



Registrar

to 6.000
Approved 3/22/78 by Univ. Curric. Comm.

Program Certificates

Program Certificates provide an alternative to programs which lead to a degree, a major, or a minor; they certify that an individual has completed a program approved by the university.

Program certificates available include:

Bilingual Program Certificates in Spanish, Level One

Bilingual Program Certificates in Spanish, Level Two

Certificate for Teachers in Bilingual Areas (Spanish)

Certificate in Translation and Interpretation (all languages)

(all approved 11/10/75)

Latin American Studies (Modern Languages)

(approved 4/7/76)

Educational Psychology (4/28/76)

Schooling and Childlife Certificate

School Staff Group Leadership Certificate

Small Town - Non-Urban Education Certificate

Educational Alternatives Certificate

School-Community Relations Certificate

Social Foundations of Education Certificate

The interested student should consult the appropriate department.

The Registrar's Office serves as the centralized registry for this program.

M. B. Smith moved, Gish seconded, Resolved: That the University Faculty Senate:

1. Expresses its appreciation to the Program Certificates Committee for its report of evaluation dated 3/31/78.
2. And finds the recommendation of the last paragraph to be a considered conclusion which the Senate supports.

Question on the motion was called. Motion passed.

8. 232 187 Report of ad hoc Committee on Curricular Flow (4/27/78).

The Senate had before it the following report:

UNI

UNIVERSITY OF NORTHERN IOWA • Cedar Falls, Iowa 50613

Department of Library Science
AREA 319 873-8080

April 27, 1978

Ms. Judith Harrington, Chairperson
University Faculty Senate
University of Northern Iowa
Cedar Falls, IA 50613

Dear Judith:

Attached is a report from the Ad Hoc Committee on Curricular Flow. The Committee members believe that we have now addressed all the issues referred to us and, therefore, consider this a final report.

We will be happy to speak to any of the issues discussed in our report. Could you let me know when the Senate may be ready to consider our recommendations?

Sincerely,

Liz

Elizabeth Martin, Chairperson
Ad Hoc Committee on Curricular Flow

as

Attachment

TO: University Faculty Senate

FROM: Ad Hoc Committee on Curricular Flow
Elizabeth Martin, Chairperson

DATE: April 27, 1978

The Ad Hoc Committee on Curricular Flow has considered three problems which had been referred to it by the Senate. One of the charges given to this Committee was to investigate the question, "Should a different system of numbering courses be initiated at UNI?" The Committee studied the catalogs of numerous universities similar to UNI. Advice was sought from Merrill Fink, Registrar; Dr. Ray Hoops, Graduate Dean; Dr. Fred Lott, Assistant to the Vice-President and Provost; the University Committee on Curriculum. The University Faculty Senate Minutes #547 (January 30, 1956) were also consulted; those minutes include the discussion of a change in the numbering system and report the adoption of the present system.

RECOMMENDATION 1

The Ad Hoc Committee recommends the adoption of the following sequence of course numbering:

Freshmen-Sophomore (lower division)	100
Junior-Senior (upper division)	200
Undergraduate/Advanced (Junior/Senior/Graduate)	300
M.A.	400
Advanced (Specialist/Doctoral)	500

The advantages for the suggested change are:

- a) The proposed scheme would be more expansive and would provide for doctoral degree work.
- b) A numbering system could identify the levels or subsections of a discipline; the present system does not.
- c) Within broad parameters, the numbering system would identify the level at which a course should be taught.
- d) The use of the 000 sequence presents a negative connotation, psychologically, to students, and the new system would eliminate the 000's.
- e) Advising should be somewhat simplified; it should be easier to make the decision of whether a particular student's request for wanting to take a certain course is reasonable and whether his/her background for a course is sufficient.
- f) The Graduate Council would have the opportunity to reassess the addition of the "g" to the present 100-level courses before assigning the suggested 300-level.

The disadvantages for the change are centered on the implementation of a new system. They are:

- a) All courses must be renumbered. In some cases the courses could be automatically assigned new numbers, such as the present 000 courses becoming 100 courses.
- b) Departments would need to identify a numbering structure appropriate to their discipline.
- c) Departments would need to justify which of their present 100g-level courses should be assigned to the 200 or 300 sequence.
- d) The University Curriculum Committee and the Graduate Council would need to determine if any minimum number of hours should be required of any specific group of students.

EXAMPLE: An undergraduate might be required to take a minimum number of junior-senior level course while also being allowed to count only a maximum number of hours of freshman-sophomore level credits toward graduation.

EXAMPLE: A graduate student pursuing a master's degree would need a minimum number of credits at the 400-level.

- e) Faculty members would need to work closely with their students so that programs of study would include courses at the appropriate level and in the proper sequence.

RECOMMENDATION 2

A second problem which the Committee studied was a definition or clarification of the meaning of the "g" added to 100-level courses. The Graduate Council and its Sub-Committee on Curriculum are already working on this problem. This Ad Hoc Committee recommends that the Graduate Council continue to be responsible for the identification of the criteria to be used in distinguishing between undergraduate and graduate courses. If the new numbering system is initiated, the Graduate Council should assume responsibility for any additional requirements, such as a specified number of credit hours at a designated level for the master's, specialist or doctorate degree.

The third item which this Committee investigated was a suggestion that the annual cycle for submitting curricular proposals be changed. All department heads and academic deans were asked to state their preference and the reasons for it for one of the following curricular cycles:

- annual review as presently operating
- biennial review to coincide with the publication of the Bulletin
- biennial review, two Colleges per year
- other review

Of the 24 respondents, only nine department heads preferred either of the biennial reviews. Most expressed the belief that the annual cycle provided the flexibility to respond to needs of teacher certification, demands of the marketplace, etc., and that problems which may exist are not the fault of the system but of its implementation. There was some indication from the respondents that there is at this time more sentiment for a two-year cycle than was present four or five years ago.

The greatest advantage of the biennial cycle appears to be that curricular changes could be incorporated into the next issue of the Bulletin, thereby alleviating some of the problems created by having to consult two supplements. Several department heads who favor the annual curricular cycle suggested that changes be made in either the frequency of the publication or in the type of information to be included in the Bulletin.

The Ad Hoc Committee does not recommend any change in the curricular change cycle at this time. We do have, however, two suggestions for future considerations. They are:

1. Since almost 1/3 of the department heads favored a biennial cycle, this issue may merit further investigation within a few years. The University Committee on Curriculum might undertake such a study in the future.
2. The problem of the University's Bulletin being up-to-date for only a few months after publication appears beyond the scope of this Committee and to include many other factors in addition to curricular items. The Senate may want to consult the Office of Academic Affairs and the Publications Editor about this problem.

RECOMMENDATION 3

The Ad Hoc Committee believes it has completed its tasks and recommends that it be discharged.

M. B. Smith moved, Strein seconded, Resolved: That the University Faculty Senate:

1. Expresses its appreciation to the ad hoc Committee on Curricular Flow for its report dated 4/27/78.
2. And finds the Committee's three (3) recommendations to be appropriate. It acts favorably now on the third (3rd) recommendation and encourages the proper University authority to implement items #1 and #2.

Senator M. B. Smith spoke to his motion indicating that the Senate does not have the authority to implement these proposals but should support the recommendation of the Committee to the proper University authorities for action.

Registrar Leahy rose and addressed the Senate. He expressed reservations over adopting recommendation #1 of the Committee's report. He indicated that the original intent could be accomplished by adding a numerical series of 300's to accomodate doctoral level courses, without renumbering every course in the University curricular offerings. He stated that many major universities use the under 100 series to indicate beginning level courses and that this designation does not carry a negative impression. He expressed his concerns, as had the committee, concerning the use of "g" to designate some graduate level courses. He encouraged the University to review all (g) courses with the idea of removing the (g) from those courses not deemed to be of graduate level. He continued by stating that if those 100-level courses not deemed to be of graduate level were renumbered under 100, then all g's could be removed and the 100-level series would then indicate courses that may carry graduate credit.

Senator Metcalfe asked if the Committee had considered a special numbering series for general education courses. The Committee chairperson, Elizabeth Martin, responded by indicating no.

Registrar Leahy rose and addressed the Senate. He indicated that he felt Senate approval of this motion would add considerable weight when it was presented to the proper university authorities. He indicated that there were ways to correct the current system to accomplish the wishes of the Committee without destroying the entire numbering system currently used.

Senator Glenn stated that any numbering system is a device. He indicated that he had never heard negative remarks by students concerning courses numbered under 100. He encouraged the Senate to simply add a 300-level series for doctoral courses rather than to completely renumber each course currently offered by the University.

Senator Wiederanders moved, M. B. Smith seconded, to postpone action on this proposal until the Senate can review an alternative plan presented by the Registrar's Office to the Faculty Senate at the October 23 meeting of the Senate.

Question was called on the motion to postpone. Motion passed.

9. 233 188 Proposal for Establishment of a University College
(report on Interdisciplinary Studies, 5/9/78).

The Senate had before it the following proposal and correspondence relating to the proposal:

Registrar Leahy rose and addressed the Senate. He expressed regret over adopting recommendation #1 of the Committee's report. He indicated that the original intent could be accomplished by adding a numerical series of 300's to approximate doctoral level courses, without renumbering every course in the University curriculum. He stated that many major universities use the under 100 series to indicate beginning level courses and that this designation does not carry a negative implication. He expressed his concern, as had the committee, concerning the use of "g" to designate some graduate level courses. He encouraged the University to review all (g) courses with the idea of removing the (g) from those courses not deemed to be of graduate level. He continued by stating that if those 100-level courses not deemed to be of graduate level were renumbered under 100, then all g's could be removed and the 100-level series would then indicate courses that may carry graduate credit.

Senator Martelle asked if the Committee had considered a special numbering series for general education courses. The Committee chairperson, Elizabeth Martie, responded by indicating no.

Registrar Leahy rose and addressed the Senate. He indicated that he felt Senate approval of this motion would add considerable weight when it was presented to the proper university authorities. He indicated that there were ways to correct the current system to accomplish the wishes of the Committee without destroying the entire numbering system currently used.

Senator Glenn stated that any numbering system is a device. He indicated that he had never heard negative remarks by students concerning courses numbered under 100. He encouraged the Senate to simply add a 300-level series for doctoral courses rather than to completely renumber each course currently offered by the University.

Committee on Interdisciplinary Studies
University of Northern Iowa
May 9, 1978

Judith Harrington, Chairperson
UNI Faculty Senate
University of Northern Iowa
Cedar Falls, Iowa

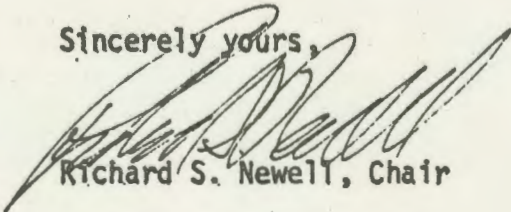
Dear Judy:

Attached is the report of the University Interdisciplinary Studies Committee. We are submitting this report to you in accordance with our instructions as provided on page 8 of the 1974-1976 Biennial Report of the Academic Master Plan Committee. The Interdisciplinary Studies Committee was created on the basis of the decision contained in that AMPC report.

Our report centers on a proposal to organize the scattered and poorly supported activities which we could identify as interdisciplinary studies within the university's academic programs. We propose a structure that is intended to provide a coherent, effective framework to support and stimulate such activities. We recognize that this proposal can only be the beginning of a debate on the value of strengthening interdisciplinary studies at UNI. Many aspects of the question, e.g., teaching loads, inter-departmental bookkeeping, faculty rewards, development and funding, etc., are not discussed here. We believe that discussion of where interdisciplinary studies belongs in the organization of the university is a useful way to begin. If this report serves its purpose, it will then lead to burgeoning debate on the many difficult facets of the problem of improving interdisciplinary studies.

We look forward to exchanging views with members of the Senate on this question. We can be at your service either this summer or next fall.

Sincerely yours,


Richard S. Newell, Chair

Committee on Interdisciplinary Studies
UNI
May 4, 1978

Dr. James Martin, Provost and
Vice-President for Academic Affairs
UNI

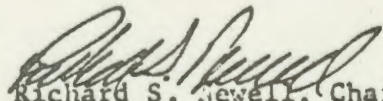
Dear Jim:

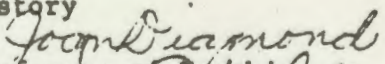
More than a year late we interdisciplinarians are making our leap. Our report is attached. We believe it is timely. We know it is far from original. Much of the groundwork to our task was laid by the Master Plan Subcommittee chaired by Raúl Muñoz. This proposal differs in detail from theirs, but it appears to us that our goals are essentially similar. Copies of the Muñoz proposal on interdisciplinary studies and related Master Plan documents are attached to our report.

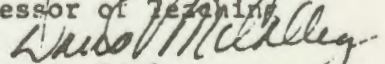
Timeliness is emphasized in our report. We wish to add here that we feel that discussion of how to make undergraduate teaching more effective is the most important outcome to be sought in interdisciplinary studies. Recent events and decisions affecting UNI's purposes strongly suggest that we are at a pivotal time for setting university priorities. We find that there is much scope for encouraging research within interdisciplinary studies, especially as it applies to learning and the communication of knowledge between established sets of disciplines. Yet, at the undergraduate level, interdisciplinary studies is essentially a teaching enterprise. We hope that you agree that such an emphasis is appropriate for the development of UNI.

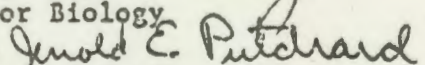
The text of our report is short. It is supplemented by appendixes which selectively document our work and the persons on campus we consulted. We are excited by their already obvious accomplishments. We are convinced that with greater support and better operational arrangements the potential for development of interdisciplinary studies at UNI will bring rewards to the participants and distinction to the university.

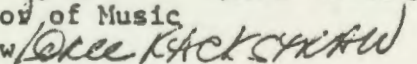
Sincerely yours,

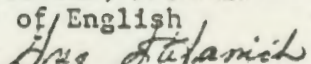

Richard S. Newell, Chair
Professor History

Joan Diamond 
Associate Professor of Teaching

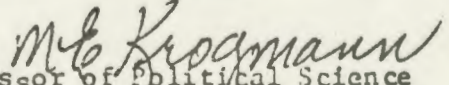
David McCalley 
Assistant Professor Biology

Jerrold Pritchard 
Associate Professor of Music

Lora Lee Rackstraw 
Associate Professor of English

Gregory Stefanich 
Associate Professor of Curriculum and

Instruction

Marjan Krogmann 
-28- Associate Professor of Political Science

RATIONALE FOR INTERDISCIPLINARY RECOMMENDATIONS

The Committee on Interdisciplinary Studies has discovered more than 30 activities at UNI which make interdisciplinary contributions of varying definition, with varying degrees of impact, participation and complexity. One element which does not vary has been the limited and fragile nature of the support given them. Another common feature has been the impressive talent and effort that have been invested in such activities. We are convinced that a large proportion of our best people have done or are doing much of their best work in course, services, and special projects which fall outside of routine, departmental loads. And with rare exceptions, they reap few direct rewards; frequently not even recognition of the difficulty and value of their achievements.

This latter finding is especially disturbing in an institution as geared to undergraduate education as is UNI. Domination of its curriculum by the priorities established within increasingly compartmentalized fields carries the threat that faculty perspectives will progressively narrow and students will be handicapped by increasing fragmentation of knowledge. In an era of proliferating specialization, we believe that teaching universities such as UNI have a pronounced responsibility to offer opportunities for students to grasp and to cope with the interconnections which can give a coherent wholeness to the overwhelming mass of data now assaulting educated persons. University commitment to such a holistic emphasis requires the functional mechanism, the resources in funding and the rewards and recognition that stimulate continuous faculty participation and interest. It is to assure that UNI reorganize and commit sufficient resources to the infusing of coherence into its curriculum that we make the recommendations given below.

We believe that now is an especially favorable time for such a proposal to be made. A number of opportunities for reshaping cross-university programs have developed recently. Collectively, they greatly increase the prospects that now is the time for debate and decision on our recommendations.

The most compelling of these opportunities are:

1. The addition of the BLS program to the office of Individual Studies.

The BLS is a residential degree program which could very well become the most obvious and significant dimension of interdisciplinary studies at UNI. The decision to link it with Individual Studies which has been one of the university's most vital and innovative activities during the 1970's, makes the Individual Studies office a pivotal connection for the future framework of interdisciplinary studies. Acting now to create the most effective structure that will interconnect all of these programs would be especially timely because the position of Director of Individual Studies is open for next year.

2. Growing interest in a broad based, aggressively managed continuing education program is manifested by both the general public and the university faculty. Optimal use of our resources will require reorganizing of present activities in this field. Because it will affect curricular activity across the whole university, the future development of continuing education can be expected to have great influence on interdisciplinary studies.

3. Demonstrated public interest in greatly expanded evening instruction also opens up the prospect of significant changes in cross-university programming. Such a development will require considerable curriculum coordination across the campus and it is likely to generate revenue which might partially be used to fund interdisciplinary studies and other university-wide activities.

These prospects and developments have great potential relevance to some of the most critical needs which our investigation of interdisciplinary studies has disclosed. These are the absence of: (a) an organizational

base supporting interdisciplinary activities, (b) rewards for faculty involvement in interdisciplinary studies, (c) arrangements to support and promote faculty development through involvement in interdisciplinary studies.

It is therefore with these opportunities and issues in mind that we wish to recommend that the Academic Master Plan Committee and the University Senate study and act upon this proposal for a University College.

A PROPOSAL FOR A UNIVERSITY COLLEGE.

The proposed University College would be new only in name and organization; it would require no new administrative positions or programs but would realign existing related programs under one umbrella.

Purpose: Its purpose would be to enhance the vitality and inter-relationships among existing interdisciplinary programs; promote discourse and holistic perception, thought and knowledge among teaching faculty and students; encourage innovation in content and methodology of existing curricula; study and meet changing academic needs of the adult community; foster interdisciplinary research to help solve complex problems of the state and global communities; and appropriately reward faculty engaged in interdisciplinary teaching and research.

Structure: The structure of University College (see attached model) requires one chief administrator with an interdisciplinary studies background at the Dean's level. Its three divisions include: 1) Continuing Education; 2) Interdisciplinary Programs; and 3) Research and Innovative Studies. These divisions would be administered by Directors from existing line position in 1) Extension and Continuing Education; 2) the Humanities Program; and 3) the Office of Individual Studies. (It should be noted that these administrators would be designated Directors rather than Heads, so as to encourage greater flexibility and cooperation among the divisions.) It is expected that these Directorships will expand the responsibilities encompassed by the present line position. A description of each division is as follows:

1. Continuing Education - This division would include the present Extension and Continuing Education division with its credit and non-credit courses and programs, conferences, advising and consultative services, educational service publication resources, and the Women's Center. It would also

include the proposed Evening School to meet the needs of degree-seeking adults in the metropolitan community. (A separate proposal for an Evening School has been presented to the Academic Vice-President by the Extension Advisory Committee.)

2. Interdisciplinary programs - This division would include the existing interdisciplinary majors and minors as listed in the UNI catalog, most of which are presently coordinated by interdisciplinary faculty committees which do not have adequate time or encouragement to evaluate and strengthen the programs. Committee coordination would remain the same; the difference would be that the Director would assume responsibility for the initiation of up-dating, evaluation and possibly student recruitment in cooperation with existing faculty committees. If grant support is needed, it would be solicited and administered through the Director.

We believe consideration should be given, also, to the inclusion of the General Education program within this division, so as to encourage its interdisciplinary nature, its possible faculty in-service training, and an improvement of its reward system to the faculty.

3. Research and Special Studies - This division would include the programs of the Office of Individual Studies, the new Bachelor of Liberal Studies program, and the existing Future Studies program, with the possibility of inclusion of existing or new non-degree programs such as film, peace/war, etc. No change in the present structure of these programs is anticipated, except that they will report to a single Director and Dean, and that greater cooperation and feed-back among them would be encouraged. The excellent work of the existing Future Studies Office would logically grow toward the coordination of a center for interdisciplinary research and curriculum enrichment/development.

Benefits of University College -

1. The synthesis of continuing education with interdisciplinary education is a logical one, given the forward-looking nature and need for

flexibility of both. Some funds generated by the Evening School and some funds presently allocated to the divisions named could be utilized to encourage and reward interdisciplinary teaching, research and publication which presently have virtually no advocate or reward system.

2. The synthesis of these programs under one Dean would provide a proper channel for evaluating courses and for evaluating faculty for tenure, promotion and salary. In the past, interdisciplinary courses and majors have been sponsored by Departments or Colleges as a kind of "friendly agreement" which allowed neither careful curriculum supervision nor adequate professional evaluation of staff and research. One of the criticisms leveled at interdisciplinary programs here and elsewhere is that they lack substance, integrity and accountability. Nonetheless, we have heretofore provided little means whereby faculty committed to such programs and research could have professionally recognized evaluations and academic legitimacy. This is tantamount to negative pre-judgment, and it effectively discourages the kind of commitment necessary for vigorous research and teaching. This kind of "catch-22" arrangement can hardly be judged professional, and it may even violate academic freedom.

3. The synthesis will provide the agency whereby like-minded faculty and administrators can work and exchange ideas more easily and legitimately. Such exchanges make possible the integration of intellectual energies heretofore separated by departmentalization; such integrations of energies and structure encourage the discovery of new knowledge and make possible the unified solicitation of interdisciplinary grant support from outside funding agencies. Such solicitation has also been heretofore virtually impossible because of departmentalization.

4. The University College would encourage and validate holistic, interdisciplinary learning and research for undergraduates in keeping with

the needs of a complex, inter-related and inter-dependent world community, and in keeping with changes taking place in nearly every major university in the country.

CONTINUING EDUCATION

Evening School

Conferences
Correspondence
Extension Services
Women's Studies
Etc.

INTERDISCIPLINARY PROGRAMS

? General Education

American Studies
Asian Studies
Environmental Perception
Humanities
Latin American Studies
Russian Studies
Women's Studies
Etc.

RESEARCH & INNOVATIVE STUDIES

Future Studies

BLS

General Studies
Individual Studies

APPENDIX ONE: SCHEDULE OF THE MEETINGS OF THE
INTERDISCIPLINARY STUDIES COMMITTEE

- Dec. 15, 1976: Organizational Meeting: Martin gives charge to committee, Newell elected chair
- Jan. 26, 1977: Decision made to collect data on interdisciplinary programs
- Feb. 9, 1977: Questionnaire approved; assignments for interviews given to committee members
- Mar. 29, 1977: Progress of Data Collection discussed
- Apr. 12, 1977: First interviews with program activists: Austin of Future Studies; Raul Munoz, Chair of Organization and Structure Subcommittee of the Academic Master Plan Committee also interviewed
- Apr. 13, 1977: Further discussion of Data Collection
- Apr. 26, 1977: Interviews with Lash, Humanities Minor; Froyen, Nature of Learning; and Scholz, Film Studies
- Apr. 27, 1977: Interviews with McCollum, Environmental Perceptions; and Hovet, Women's Studies
- May 5, 1977: Discussion of Progress made and Decision to continue committee's work in 1977-1978
- Nov. 22, 1977: Discussion of the possible relationship of the D.I.T. to Interdisciplinary Studies
- Apr. 5, 1978: Decision to issue a report by end of semester
- Apr. 13, 1978: Interview with Frank Downes re possible connection between Interdisciplinary Studies and a proposed University College
- Apr. 20, 1978: Discussion of draft report prepared by Rackstraw and Newell
- May 4, 1978: Approval of draft report

UN

UNIVERSITY OF NORTHERN IOWA • Cedar Falls, Iowa 50613

Department of History

AREA 319 373-8897

September 6, 1978

Professor Judith Harrington, Chairperson
University Faculty Senate
University of Northern Iowa

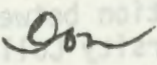
Dear Judy

The Council of Department Heads, College of Business and Behavioral Sciences, has requested that I forward to you its reactions to the Proposal for Establishment of a University College, which will be discussed this year by the Faculty Senate.

We department heads endorse the gist of remarks submitted in the attached statement from Dr. Basheer K. Nijim, Department of Geography, to Dean Robert E. Morin, College of Business and Behavioral Sciences. While there might be differences as to emphases within the various objections to the proposal, we wholeheartedly support the Nijim document, which declares that the Committee on Interdisciplinary Studies has not succeeded in attempting to prove the need for such an administrative reorganization.

We sincerely hope that the Faculty Senate will take into consideration the counsel and judgment of our body in its deliberations on this very important question. We should be happy to furnish additional comments and arguments upon request.

Sincerely yours


Donald R. Whitnah, Head
Department of History

DRW/d

0111

UNIVERSITY OF NORTHERN IOWA • Cedar Falls, Iowa 50613

Department of Geography
AREA 319 273-2772

To: Dean Robert E. Morin
Heads, College of Business and Behavioral Sciences

From: Basheer K. Nijim *Nijim*

Date: August 29, 1978

Following are comments on the PROPOSAL FOR ESTABLISHMENT OF A UNIVERSITY COLLEGE, submitted to Vice President Martin on May 4, 1978 by the Committee on Interdisciplinary Studies. The comments are made in the same sequence as the content of the proposal.

I find myself in disagreement with the premises embodied in the introductory RATIONALE.

1. "We are convinced that a large proportion of our best people have done or are doing much of their best work in course, services, and special projects which fall outside of routine, departmental loads." The fact of making such an assertion does not mean that it is correct.
2. "And with rare exceptions, they reap few direct rewards; frequently not even recognition of the difficulty and value of their achievements." Another unsupported assertion. From my perspective, such efforts have been both recognized and, if meritorious, rewarded.
3. "This latter finding is especially disturbing" What was proclaimed by mere assertion now becomes a "finding."

4. "Domination of its curriculum by the priorities established within increasingly compartmentalized fields carries the threat" Should such fields not have dominant roles? Increasing compartmentalization is an eternally applicable statement, unless there is an active shrinkage of knowledge. Interdisciplinary pursuits themselves are a case of compartmentalization. More importantly, specialization is not anti-general; it assumes the general, and often it leads to meaningful generalizations.
5. ". . . teaching universities such as UNI have a pronounced responsibility to offer opportunities for students to grasp and to cope with the interconnections" All disciplines are interdisciplinary. I hazard that there is not one member of the instructional faculty who will say that his or her interests are limited to his or her discipline, or that his or her teaching is limited entirely to material in one discipline only. Thus, students are already being exposed, as I am sure they were before the days of Socrates, to a multi-disciplinary education. The crucial variable is the individual instructor, and not the label.
6. Such accouterments as a "functional mechanism" are not required to stimulate faculty interest. Performance generates rewards.
7. The recommendations are made "to assure that UNI reorganize and commit sufficient resources to the infusing of coherence into its curriculum." The meaning of coherence in this context eludes me.

In the PROPOSAL itself, the opening sentence asserts that there would be "no new administrative positions." Yet, under Structure, the chief administrator is accorded a "Dean's level," surely a new administrative position. The objectives enumerated under Purpose are already accommodated by existing university programs.

Among the contemplated Benefits of University College is the generation by the Evening School of funds which "could be utilized to encourage and reward interdisciplinary teaching, research and publication which presently have virtually no advocate or reward system."

1. This suggestion advocates a novel funding procedure.
2. It proposes a partial revision of the procedure whereby salary money is allocated. The implications (and implementation) of this and the preceding point are overlooked altogether.
3. The last part of the quote asserts a premise which is unsubstantiated.

In the second paragraph under Benefits, existing interdisciplinary programs are alleged to "lack substance, integrity and accountability." This is a serious accusation which needs substantiation. It is an unfair indictment, for instance, of those faculty who have illustriously nurtured UNI's Humanities program. This rather brutal statement might be applied to education in general, starting with kindergarten, and it would be similarly meaningless.

The third presumed benefit is that "like-minded faculty and administrators can work and exchange ideas more easily and legitimately."

1. Such exchange does exist already. It does not need the proposed agency. Examples can be given of members of the same department

finding more interests with members of other departments than with each other.

2. I did not realize that existing exchanges were illegitimate.

The fourth presumed benefit is that a "University College would encourage and validate holistic interdisciplinary learning." I would like to see an example of such validation—in substance and not in procedure.

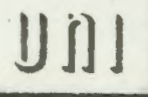
General observations.

1. Nowhere in the proposal is there evidence of an analysis of existing interdisciplinary programs. Instead, there are blanket condemnations.
2. Mere reorganization does not necessarily bring about a synthesis.
3. Something positive needs to be said about specialization. A preoccupation with generalization can lead to a lassitude of platitudes.
4. The NOTES on the Senate calendar sheet attached to the proposal give a quote from the Academic Master Plan Committee Report, 1974-76, to explain the formation of the Committee. The Report states in part: "This committee will accept, study, and recommend any proposal on interdisciplinary programs to the University Senate, review all interdisciplinary programs periodically, and promote coordination of these programs."

Instead of performing as charged, the committee was evidently more concerned with formulating a new channel of authority, culminating at the level of dean. A more fruitful pursuit, I am convinced, would have been to abide by the charge.

The preceding comments are not an objection to the idea of interdisciplinary studies. They are, rather, an expression of a conviction that the proposal does not identify existing weaknesses and that it is not based on sound premises. A first step, surely, is the undertaking of a systematic analysis of existing programs, based on a clear definition of what is meant by such terms as interdisciplinary and holistic.

cc: Geography Faculty



UNIVERSITY OF NORTHERN IOWA · Cedar Falls, Iowa 50613

Department of
English Language and Literature
Area 319 273-2821

September 25, 1978

Professor Judith Harrington, chairperson
UNI Senate

Dear Judy,

This is to inform you that Dr. Joseph Meeker will be on our campus Oct. 9-11 to meet with persons involved with interdisciplinary studies and to give a paper entitled "New Connections among Art, Science and Technology" at 8 p.m. Tuesday, Oct. 10, in Reed Hall, Industrial Technology Center. His lecture is open to the public and is jointly sponsored by the College of Humanities and Fine Arts, the College of Natural Sciences, the Office of Academic Affairs, The North American Review, and the Office of Future Studies.

Dr. Meeker is the Environmental Editor of our North American Review journal, and holds the Ph. D. in comparative literature. He is a naturalist and an Interdisciplinary Professor on leave from Athabasca University, Edmonton, Alberta, Canada. He is a former professor of humanities at the University of California, Santa Cruz.

He has had wide experience in teaching, developing and administering interdisciplinary and continuing education programs, and has published widely in these areas including his book, The Comedy of Survival (Scribners, 1974).

Dr. Meeker has informed me that he would be pleased to meet with the UNI Senate in consultative session October 9, to discuss practical implications of interdisciplinary studies, should the Senate so desire. He will be present at that October 9 meeting.

Sincerely,

Loree Rackstraw, acting chairperson
Committee on Interdisciplinary Studies

UNIVERSITY OF NORTHERN IOWA • Cedar Falls, Iowa 50613

Department of
English Language and Literature
Area 319 273-2821

September 25, 1978

University Faculty Senate
c/o Professor Judith Harrington, Chairperson
University of Northern Iowa

Dear Senator:

The Nijim letter of August, 1978, expressing the views of the Council of Heads of the College of Business and Behavioral Sciences suggests the need for a clarification of the proposal made by the Committee on Interdisciplinary Studies (CIS). The Academic Master Plan Committee established the CIS presumably after perceiving that a problem existed so far as interdisciplinary studies is concerned. In the usual manner, the CIS was asked to investigate the problem and to recommend solutions to the problem, primarily "an appropriate structure for directing interdisciplinary programs." (This charge was omitted from the Senate Docket "Notes".)

In the course of investigating the problem, the CIS identified to the best of its ability all existing interdisciplinary programs on campus, prepared a questionnaire (see Appendix Three) to determine the nature, problems and successes of such programs, and interviewed selected members of the faculty who were particularly active and who the CIS determined had special insights into the problems. In addition, the CIS reviewed other interdisciplinary proposals which had been made over the past decade at UNI including a Cluster College, general education, and other structures which would accommodate and promote coordination of interdisciplinary programs. ("Interdisciplinary" was defined as courses or programs requiring the expertise or knowledge of two or more disciplines.)

In addition the CIS tried to take an overall view of the University and its probable directions in the hope that its proposal could complement and nurture future growth and speak directly to future problems such as student enrollment attrition in the decade of the 1980's, increasing needs of the adult community, increased interest in doctoral programs for UNI, and the probable function of other post high school institutions in the state.

The CIS also noted the increasing competition for the "academic dollar" among the Regents institutions, community and vocational colleges, and within the University. The CIS recognized the emphasis at UNI placed upon credit hours generated by Departments as relates to staffing and support, and the increasing pressures upon Departments for research and publication without commensurate funding and released time. It also noted that previous interdisciplinary proposals, in particular various revisions of the General Education program, have been viewed with anxiety by Departments, especially as relates to their recruitment for majors and their efforts to maintain adequate staffing for their major curricula and for improving their graduate programs. All of these pressures contribute to what is experienced

as nearly insurmountable burdens, particularly if one happens to be a Department Head.

The CIS understands, respects and applauds the efforts of its colleagues to maintain the excellence of traditional programs and directions in the face of these mounting pressures. By no means does the CIS discount the necessity for maintaining excellence and growth in teaching and research in the traditional disciplines. In fact, if the CIS believed its proposal would hurt these efforts, it would not have written it.

To the contrary, this was the primary problem the Committee struggled with: how to maintain the excellence of traditional disciplinary programs, and still solve the problems encountered by those involved in interdisciplinary programs, all the while keeping an eye to the future problems the University would likely face. The insoluble problems for interdisciplinary problems consistently remained: money and time, and thus professional recognition and growth.

In the many solutions examined, such as assessing each Department a percentage of its budget and staff for interdisciplinary teaching and research, and seeking outside funding, the CIS continued to be stymied. It recognized the validity of the problems expressed in its report, but it knew that Departments would suffer if assessed, and that foundation funding was soft money and would not maintain a program. (However, foundation funding is a distinct possibility and asset if the CIS proposal or a revision of it can be implemented.) The most promising solution was finally found in the form of a position paper prepared by the UNI Extension Advisory Committee and in ensuing discussions with Dr. Frank Downes regarding the fund-generating possibilities of a degree-granting night school. The CIS believes that this paper should be included in the discussions undertaken by the Senate as it considers the proposal for a University College. It suggests that a degree-granting night school could help meet existing and potential needs for degrees in the adult metropolitan community, help protect against faculty retrenchment in the 1980's, generate funds for its own self-sufficiency, plus provide a certain percentage of those funds to supplement innovative and interdisciplinary teaching and research, including curriculum development. Such funding patterns are not novel in Iowa.

Given the belief that the UNI faculty and administration are not opposed in philosophy to either continuing education or interdisciplinary education, but only feel the need to make priority choices given the existing pressures on the Departments, the CIS wrote its proposal in the hope that it would generate fruitful and widespread discussion aimed at not only the solution to existing interdisciplinary problems, but also to related problems which may have widespread impact in the future. The CIS proposed a flexible structure so as not to suggest or allow an "empire-building" bureaucracy, but rather one in which innovation and interdisciplinary research and teaching could enhance the traditional disciplines and Departments, enrich and strengthen the undergraduate curriculum, and provide students with more skills and intellectual experiences necessary for them to be able to perceive, understand and cope with the relationships among increasingly fragmented bodies of knowledge.

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The CIS stands by its Rationale which is based on the evidence it collected from colleagues involved in interdisciplinary teaching and research. The structure for the proposed University College (which could be named in a variety of other ways) is the most viable structure the CIS could devise, given the variety of problems in the context of the whole University. It is not a sacrosanct structure, but the CIS hopes that it has sufficient validity to warrant careful thought and discussion by the University community.

The Committee on Interdisciplinary Studies will not take the Senate's time with point-by-point rebuttal to Professor Nijim's letter, but will be pleased to answer any questions or interpret any evidence the Senate wishes.

Sincerely,

Loree Rackstraw

Loree Rackstraw, Acting Chairperson
Committee on Interdisciplinary Studies

M. B. Smith moved, Fortgang seconded, Resolved: That the University Faculty Senate, having received a report from a body called the University Interdisciplinary Studies Committee the genesis of which appears to be a sub-committee of the Academic Master Plan Committee, and noting that the report contains:

1. A cover letter to the Senate Chair dated 5/9/78 in which the Senate is requested to "exchange views" with the U.I.S. Committee regarding a proposal.
2. And in addition that the copy of the report contains a proposal for a university college with rationale.

Therefore, the Senate does most cordially accept the invitation to such an "exchange of views."

Senator Smith spoke to his motion believing that this exchange of views is the appropriate starting place on this docket item and suggested that the discussion should be held in a Committee of the Whole.

Senator M. B. Smith suggested to the Chair that she institute this exchange of views in conjunction with the visit of Dr. Joseph Meeker.

Senator Wiederanders spoke for delaying action on Docket 188 since the principals are not here today and he encouraged that the principals be invited to attend this exchange of views.

Question on the motion was called for. Motion passed.

Crawford moved, Thomson seconded, that the Chairperson of the Senate invite the Committee and other interested parties to meet with the Senate at its October 9 meeting. Motion passed.

M. B. Smith moved, Schwarzenbach seconded, to adjourn. Motion passed. the Senate adjourned at 5:17 p.m.

Respectfully submitted,

Philip L. Patton, Secretary

These minutes shall stand approved as published unless corrections or protests are filed with the Secretary of the Senate within two weeks of this date, Monday, October 9, 1978.